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Extract 3

- With the children following, read Extract 3. Circle difficult vocabulary ('gait', 'simian', 'serrated', 'adversary', 'primal', 'gore', 'distilled'). Encourage the children to use context to help them guess the meaning of words. By reading the sentence beginning 'Similar upper-body structure to an ape...', for example, they may be able to suggest that 'simian' relates to apes and monkeys. They may also be familiar with words from other contexts which will help them (a serrated knife, distilled water). Invite volunteers to suggest replacement words or phrases where possible.
- Ask: *Which sentences reflect how widely travelled and experienced Butler is?* (He has been on safaris and has witnessed Russian bear hunts.) *In spite of this, why does he now feel fear?* (He has never seen anything like this.)
- Consider how the author builds tension and suspense in the extract. Focus on the use of the word 'something' which makes the approaching figure sound mysterious and menacing. Ask the children to identify incomplete sentences. ('Tusks too, but not elephantine.' 'Gutting weapons.' 'On his first day at the Swiss academy.') Ask: *What effect do they have?* (They create immediacy as they record bit by bit what Butler notices.) Challenge them to list all the characteristics of a predator that the troll possesses (night eyes, sharp teeth, tusks, claws, a sensitive nose) Ask: *What do you understand by 'night eyes'?* (eyes that can see in the dark) *Which verb suggests that the troll moves clumsily?* ('shambled') *How do you know that the troll has killed before?* (from the gore crusted beneath its claws) *What does the comparison with the pit bull dogs suggest?* (that the creature is hungry and has scented prey: in this case, Butler)

Extract 4

- Read Extract 4. Ask the children if they can remember when Holly sees the Giant's Causeway (in Chapter 4 when she flies over Ireland, 'the old country', on her way to perform the Ritual and rejuvenate her magical powers). Can they recall its origins as explained in the novel? (It was carved out by the magical blasts of an ancient fairy race, locked in battle with a demonic race called the Fomorians.)
- Ask: *What are the two main explanations in the text for its formation?* (the result of a volcanic eruption or a bridge created then broken up by rival giants)
- Underline any tricky words or phrases ('surreal', 'Flanked', 'terrain', 'spewed', 'insight', 'portal', 'crystalline', 'roseate hues'). Challenge the children to provide meanings and suggest alternatives. Encourage them to guess the meaning from similar familiar words – crystal/crystalline, roseate/rosy) or from context.
- Read together the sentence beginning 'The insight the Causeway lends...' and ask a volunteer to explain what it means. (The Causeway can help us understand how the Earth's rocks were formed many millennia ago.)
- Challenge the children to identify examples of fronted adverbials ('On the coast of County Antrim'; 'Flanked by'), alliteration ('perfect polygonal'; 'captivating and crystalline Causeway') and a simile ('Like a stone jigsaw'). Encourage them to look out for these and other descriptive devices as they read the novel.



Extract 3

Something moved in the dust haze. It was immediately obvious to Butler that the *something* wasn't human. The manservant had been on too many safaris not to recognize an animal when he saw it. He studied the creature's gait. Possibly simian. Similar upper-body structure to an ape, but bigger than any primate Butler had ever seen. If it was an ape, then his handgun wasn't going to be of much use. You could put five rounds in the skull of a bull ape and he'd still have time to eat you before his brain realized he was dead.

But it wasn't an ape. Apes didn't have night eyes. This creature did. Glowing crimson pupils, half-hidden behind shaggy forelocks. Tusks too, but not elephantine. These were curved, with serrated edges. Gutting weapons. Butler felt a tingle low in his stomach. He'd had the feeling once before. On his first day at the Swiss academy. It was fear.

The creature stepped clear of the dust haze. Butler gasped. Again, his first since the academy. This was like no other adversary he'd ever faced before. The manservant realized instantly what the fairies had done. They had sent in a primal hunter. A creature with no interest in magic or rules. A thing that would simply kill anything in its way, regardless of species. This was the perfect predator. That much was clear from the meat-ripping points on its teeth, from the dried gore crusted beneath its claws and from the distilled hatred spilling from its eyes.

The troll shambled forwards, squinting through the chandelier light. Yellowed claws scraped along the marble tiling, throwing up sparks in their wake. It was sniffing now, snorting curious breaths, head cocked to one side. Butler had seen that pose before – on the snouts of starved pit bulls, just before their Russian handlers set them loose on a bear hunt.





5. Mulch – what next?

Objectives

To predict what might happen from details stated and implied; to write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.

What you need

Copies of *Artemis Fowl*, photocopiable page 43 'Mulch – what next?'

What to do

- Discuss Mulch's escape and then ask the children to imagine what might happen to him next. Begin by re-reading together the last part of Chapter 7, beginning 'Mulch's momentum propelled him underground...' Point out that Mulch has thought up and prepared his escape plan.
- Arrange the children into pairs and hand out photocopiable page 43 'Mulch – what next?' Allow them time to skim and scan Chapter 7 before completing the first part of the sheet.
- Working in their pairs, the children should then discuss what might happen next to Mulch. Remind them that he has the treasure from the safe and is now free. Encourage them to use what they know about his character to work out a short storyline, then work together to draft a few paragraphs explaining what happens next. Invite volunteers from pairs to read their draft aloud, encouraging the rest of the class to give constructive criticism and feedback.

Differentiation

Support: Ask children to think up a storyline and write just one paragraph explaining what happens next.

Extension: Allow the children time to develop and expand their storylines further.

6. Mission accomplished

Objective

To select the appropriate form and use other similar writing as models.

What you need

Copies of *Artemis Fowl*, examples of playscripts.

Cross-curricular link

Drama

What to do

- Tell the children they are going to draft a short playscript. They should imagine that Commander Root arranges a debriefing after Holly's rescue and that their playscript will cover events during the debriefing. Ask: *What is a debriefing?* (a meeting held to assess something when it is complete: here the mission to rescue Holly)
- Suggest they focus on three characters in the scene: Commander Root, Foaly and Captain Holly Short. Discuss questions that might arise: how Holly was kidnapped, why she has only brought back half the gold. Encourage them to consider how each character is feeling (Root may be angry; Foaly curious at how well the technology worked; Holly defensive but also worried, thinking she might now be moved from Recon).
- Briefly revise the form of a playscript, referring to examples or modelling dialogue on the board.
- Working in groups of three, encourage the children to echo words and information from the novel to help make their playscript convincing. For example, 'Commander Root (lights a fungus cigar): *You are back with us at last then, Captain Short?* Holly Short: *Yessir.* Foaly (winks at her): *And how would you say the trip went?'*
- Allow the children time to discuss and draft their playscripts. Invite groups to present their playscripts to the class, discussing which are most effective and why.

Differentiation

Support: List on the board questions that might arise before pairs begin.

Extension: Pairs could draft another short scene (perhaps Mulch gets caught).

Mulch – what next?

- Write three things we know about Mulch and his past.

1. _____

2. _____

3. _____

- Explain Mulch's escape plan step by step.

1. _____

2. _____

3. _____

4. _____

